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## ABSTRACT

The purpose of this study was to determine the effect Teachers Teaching Teachers, a staff development project incorporating peer coaching methods, had on public school educators' attitudes and beliefs toward various personal and professional components. Forty-four teachers, administrators, and other school personnel participated in the Teachers Teaching Teachers project from February, 1986, to May, 1987. All project participants were given eight separate pretest and posttest versions of both the Likert Bipolar Attitude Inventory and Osgood's Semantic Differential Scale. Mean pretest and posttest scores were compared to determine project effectiveness. The results indicated that pretest-posttest gains were obtained in seven of the eight desired outcomes, four of these were significant. One measure showed a decrease in posttest score, but this difference was not significant. Overall, the results supported the effectiveness of Teachers Teaching Teachers in enhancing educator attitudes and beliefs. Copies of the instruments are appended. (Author/JD)

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THE EFFECTS OF TEACHERS TEACHING TEACHERS,  
AN INDIANA STAFF DEVELOPMENT MODEL,  
ON EDUCATOR ATTITUDES AND BELIEFS

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Abstract

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Forty-four teachers, administrators, and other school personnel participated in the Teachers Teaching Teachers project from February, 1986, to May, 1987. All project participants were given eight separate pretest and posttest versions of both the Likert Bipolar Attitude Inventory and Osgood's Semantic Differential Scale. Mean pretest and posttest scores were compared to determine project effectiveness.

The results indicated that pretest-posttest gains were obtained in seven of the eight desired outcomes, four of these were significant. One measure showed a decrease in posttest score, but this difference was not significant. Overall, the results support the effectiveness of Teachers Teaching Teachers in enhancing educator attitudes and beliefs.

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Background of the Problem

Staff development training methods provided for teachers and administrative personnel in the public school setting are currently being viewed by them in a somewhat scornful and unsatisfied light. Such training as that offered by college and university personnel, for example, are often perceived as lacking the specific, relevant skills, content, and applicability sought by public school educators.

Regan (1985) feels that teacher training programs are "overwhelmingly inadequate" (p. 70), based on the review of education stemming from the Nation at Risk Report (National Commission on Excellence in Education, 1983). "Teachers are the most vital factor in the educational system, but at best they are briefly touched by training and are then set adrift without the basic skills in human relations necessary to have optimum impact on student behavior and personal development" (Regan, 1985, p. 70). Regan further feels that improvement takes considerable time and is the result of long-range staff development. "Too often, administrators hope to achieve change through one-shot in-service training. Such training, however, usually has virtually no long-term impact and can best offer only limited

opportunity for the exchange of information" (p. 71). Joyce and Clift (1984) add, "It is clear that few teacher education programs at the pre-service levels incorporate what is known about teaching" (p. 6).

One may wonder, then, if the "experts" cannot satisfactorily provide training that is both effective and well-received, who can? The answer, it seems, is simple--competent peers. Bouley (1986) reports that administrative support, long-term professional commitment, a design that allows on-site training by on-site instructors, and, most of all, incentive for teacher involvement all helped to make for a successful three-year special writing program. Bouley's feelings are summed up in her stating, "Not only was one-third of the staff involved in the training, but ultimately in the decision-making and implementation. The opportunity for competent teachers who desire an opportunity to assume a role in leadership renews enthusiasm and commitment to excellence" (p. 104).

The important concept of personalized coaching is also becoming more recognized by staff development providers, and it is a technique that lends itself well to collegial use. Pusch, McCabe and Pusch (1985) believe that "traditional staff development activities do not often meet the individual needs of teachers. Many merely present a theory or concept, the trainer may demonstrate it, and on some occasions there may be an opportunity for simulated practices and feedback" (p. 36). In an

attempt to employ personalized on-site coaching in addition to teaching/learning strategies, they believe that the concern for differences among teachers and development of each teacher's abilities and self-worth were addressed. Pusch et al stress that "a coach must possess effective interpersonal skills" (p. 38). In short, the coach must be able to demonstrate teaching strategy, not merely possess theoretical knowledge.

Showers (1985) offers an interesting and plausible look at the use of teachers coaching teachers. Showers simply states that teachers should teach one another and substantiates this belief by insisting:

Coaching is as much a communal activity, a relationship among seeking professionals, as it is the exercise of a set of skills and a vital component of training... Coaching develops the shared language and set of common understandings necessary for the collegial study of new knowledge and skills. Coaching provides structure for the follow-up to training that is essential for acquiring new teaching skills and strategies... Training of coaches most sensibly occurs during the initial training of the skills and behaviors that require coaching. The training of coaches is a continuing activity, as is coaching itself. The training component, however, becomes less prominent than the coaching process as teachers develop skill in coaching each other... The evaluation of teachers typically implies judgment about the adequacy of the person, whereas coaching implies assistance in a learning process (p. 44-46).

In addition to training involving peer coaching, an ongoing evaluative process and cognizance of teacher needs is of paramount importance. Van Tassel-Baska (1986) believes teachers need to feel that their efforts are being supported, even lauded.

She stresses that staff development must be guided by both real needs as well as perceived needs and must be balanced with opportunities for classroom follow-up observation and monitoring. Individual professional educators need ideas and techniques to continue their own staff development and renewal, which will build rapport and trust among teachers while reducing feelings of isolation (p. 125-126). Tomlinson (1986) also points out the necessity of a needs assessment questionnaire prior to in-service.

In order to maximize peer training, instructional components should be directly related to teacher concerns (Broyles and Tillman, 1985) and effectiveness of the program should involve a sound measuring instrument(s) to gauge teacher attitudes related to program components. Feelings, opinions, knowledge, skills, and/or behaviors may be affected by peer in-service training, as well as student attitudes, self-concept, and teacher attitudes toward peers and administrative personnel.

Wood and Seyfarth (1985) administered semantic differential instruments to measure teachers' attitudes toward mainstreaming handicapped children over the course of a three-year training period. It was found that the longer the teacher was exposed to training, the more positive the attitude as compared to those teachers who have little or no training. Also found was that both affective and cognitive components of teacher training proved to be effective in changing teachers' attitudes.

Brodfield (1973) reported that staff development training produced no apparent attitudinal changes, but evidence was found that changes in teaching behavior and willingness of the teachers to apply what they learned had occurred (as cited in Wood & Seyfarth, 1985, p. 66).

Some of these reported literature findings were utilized in the present study. In an effort to incorporate a system of staff development training that is more in touch with the needs of public school professionals, the Teachers Teaching Teachers project, using the method of peer instruction, was introduced to two Indiana public school systems. The anticipated outcome of the Teachers Teaching Teachers project is the enhancement of educators' attitudes and beliefs about their job duties, the methods of staff development training, and themselves, colleagues, and students.

### Statement of the Problem

General Statement of the Problem: What effect will Teachers Teaching Teachers have on public school educators?

Specific Statement of the Problem: Will the staff development training provided by the Teachers Teaching Teachers project enhance educator attitudes and beliefs both personally and professionally?



Hypothesis: Teachers Teaching Teachers will significantly enhance educator attitudes and beliefs.

### Methodology

Sample Selection. The sample of this study consisted of public school educators from the North Gibson School Corporation of Princeton, Indiana, and the East Gibson School Corporation of Oakland City, Indiana. Forty-four teachers, administrators, and other school personnel have participated in this Teachers Teaching Teachers project from March, 1986, through May, 1987.

Treatment. Teachers Teaching Teachers is a research-based staff development model in which a cadre of forty-four teacher was selected for the purpose of:

1. Receiving intensive training in relatively new teaching strategies proven to be effective in changing student achievement.
2. Acquiring skills necessary to effectively teach these strategies to other teachers.

It was recognized that administrative support would be essential from the outset for the program to achieve success. Therefore, the initial training of administrators dealt with ways

to nurture a climate conducive to professional growth both for themselves and for teachers. During the administrators' training they reviewed extensively the Effective Schools Research as well as general research regarding the effects of leadership on organizational culture. A mission statement was consensually developed to establish the administrators' commitment to the ensuing program. It was decided that administrators would receive the teachers' staff development training along side the teachers. They would make accommodations for necessary teacher interaction such as peer coaching. Also, it was agreed that while teachers were acquiring and implementing new strategies, those processes would not be subjected to administrative evaluation.

After an awareness session teachers were allowed to apply to become members of the original cadre. The forty-four member cadre was selected based on their demonstrated readiness for change, history of flexibility and adaptability, tolerance for ambiguity, verbal skills, and previous willingness to take risks--all characteristics of teachers who respond well to innovative staff development programs.

Previous research suggests that in-service programs consisting of single sessions have proved to be largely ineffective because such programs lack a long-range systematic plan for providing continuing personal and professional growth. Teachers Teaching Teachers recognizes that change occurs

gradually over a period of time. Teachers in successful staff development programs tend to acquire new confidence and competence in small steps during an extended period of several months.

The research also indicates that teachers in successful staff development programs are best able to acquire confidence and competence by moving gradually from strategies which are familiar into those which are more complex (Sparks, 1983). Likewise, teachers seem to internalize strategies more readily where a feedback system such as peer observation or peer coaching is utilized during the learning stages leading to internalization. Teachers Teaching Teachers requires that a period of approximately one month be spaced between the workshop sessions to allow for peer coaching/observation.

Because it so closely adheres to the criteria mentioned above, the Teacher Expectation/Student Achievement (TESA) program was selected for the initial training of the cadre. TESA was selected primarily because it deals with strategies with which teachers had familiarity, it is a non-threatening success-oriented program, it provides for peer observation, and it is a program designed for growth over an extended period of time. All of these elements work together to permit members of the cadre to grow slowly, developing their sense of confidence and competence.

More complex models were introduced subsequently. Among

those selected were Taba's Inductive Reasoning Model, Bruner's Concept Attainment Model, Gordon's Synectics Model, Critical Elements of Instruction (Madeline Hunter model), and Marzano's Tactics for Thinking model.

The training sessions were comprised of the following elements which previous research cite as being characteristic of successful staff development programs:

1. Human Development Activities. The training sessions for the cadre incorporated an emphasis on developing interpersonal relationships along with content. Interspersed throughout these training sessions were human development activities, team builders, and energizers designed to build positive interpersonal relationships among members of the cadre, enhancing the likelihood that peer observation/coaching activities would succeed.

2. Research. Each model is introduced with a discussion of the research underpinning the strategies contained within the model.

3. Giving Information and Demonstrating. The information given was concise and clear, containing theoretical reasons for the practice. Demonstration were provided through modeling, micro-teaching, etc. Manuals were provided for every program, allowing for review and clarification.

4. Discussion of the Application. This portion of the program 'rayed teachers to discuss with their peers their successes/problems with the implementation of the model.

5. Practicing. Both during the sessions and during the period between sessions, members of the cadre were provided opportunities for practicing the prescribed strategies. This often took the form of micro-teaching or role playing.

6. Receiving Feedback. While implementing the prescribed strategies in the regular classroom setting, peers provided feedback through the use of coaching or peer observation. All models studied either provided for or were adapted to accommodate peer coaching/observation.

7. Planning  
The members of the cadre are responsible for the selection of training, the organizing of the training sessions, the scheduling of coaching/observation, the field testing of the models, and the implementation of the models.

There is evidence that utilization of teachers as trainers can be as effective as "expert" trainers (Stallings, 1982).

Tests. Project effectiveness was determined in the measurement of attitudes and beliefs on both the Likert Bipolar Attitude Inventory and the Osgood Semantic Differential. These

projective techniques allow the examiner to convert attitudes and beliefs into measurable indices.

The Likert Scale, which consists of a series of positive and negative statements with individual item point totals ranging from one to five, was used to measure Attitude Toward Teaching (job satisfaction - 30 items); Self Concept (36 items); and Acceptance of Others (28 items). Each item on the Likert Scale elicited scores which represent the degree of favorable attitudes possessed by the subjects.

Osgood's Semantic Differential is comprised of unique sets of paired antonyms, whereby subjects' responses reflect the closeness of their beliefs to seven divisions between the antonyms. Each item on this scale is scored from one (lowest/negative attitude) to seven (highest/positive attitude). Fifteen items on Osgood's Semantic Differential was used to measure attitudes toward each of the following five project component outcomes: Peer Coaching; Administration; Other Teachers, Perception of Student Attitudes and Self Concept; and Differentiated Staffing.

Table I is a summary of the scales that were used in evaluating Teachers Teaching Teachers.

TABLE I  
SUMMARY OF SCALES USED IN PROJECT EVALUATION

Desired Outcome	Type of Scale	# of Items
Attitude Toward Teaching	Likert	30
Self Concept	Likert	36
Acceptance of Others	Likert	28
Attitude Toward Coaching	Osgood	15
Attitude Toward Administration	Osgood	15
Attitude Toward Other Teachers	Osgood	15
Perception of Student Attitudes and Self Concept	Osgood	15
Attitude Toward Differentiated Staffing	Osgood	15

Design. The design of this project was a paired Before-After (pretest-posttest) Comparison. Respective Likert Bipolar Attitude Inventories and Osgood Semantic Differential Scales were administered at the outset of the Teachers Teaching Teachers project to all forty-four participants in March, 1986, for the eight desired outcomes. Attitudes and beliefs for this same group of teachers and administrators were retested on the eight desired outcomes in May, 1987, at project's end.

Analysis. Results were machine scored by the Indiana State University's Student Research and Testing Office. A hand scored, paired t test was computed to determine the level of significance between the pre- and posttest mean scores for each of the eight scales.

### Results

The results of this study, which included means, standard deviations, and the levels of significance are reported in Table II. Results were tested at the .20, .10, .05, .01, and .001 levels.

As Table II indicates, seven of the eight desired outcomes showed pre- to posttest gains. Four of these test gains were significant: Attitude Toward Teaching ( $p < .05$ ), Acceptance of Others ( $p < .10$ ), Attitude Toward Coaching ( $p < .001$ ), and



Table II  
Summary of Paired t-Tests for Questionnaire Subscores

Subscore	Pretest Mean/S.D.	Posttest Mean/S.D.	Mean Gain	Critical t Value	Significance Level
Attitude Toward Teaching	119.9/20.3	126.1/21.1	6.2	1.39	.20
Self Concept	156.9/13.2	161.3/10.5	4.4	0.96	---
Acceptance of Others	103.4/10.2	116.0/10.5	12.6	5.65	.001
Attitude/Coaching	85.9 /9.6	91.7/11.1	5.8	2.59	.001
Attitude/Administration	86.4 /10.1	88.6/11.9	2.2	0.92	---
Attitude/Other Teachers	88.6 /11.4	90.5/16.5	1.9	0.62	---
Perception of Student Attitude and Self Concept	84.1 /9.3	88.5/12.9	4.4	1.82	.10
Attitude/Differentiated Staffing	72.6 /11.6	66.5/28.3	-6.1	-1.31	---

Perception of Student Attitudes and Self Concept ( $p < .10$ ). Test gains for Self Concept, Attitude Toward Administration, and Attitude Toward Other Teachers were not significant. The results for Attitude Toward Differentiate Staffing show a decrease from pretest to posttest, but this difference was not statistically significant.

### Discussion, Conclusions, Recommendations

The results support the hypothesis that the March, 1986, through May, 1987, Teachers Teaching Teachers project would enhance educator attitudes and beliefs. Gains obtained in seven of the eight tests are encouraging because they show that the project did in fact have a positive influence on them.

Especially noteworthy are the highly significant gains experienced in both Attitude Toward Coaching and Acceptance of Others, and mildly significant gains in Attitude Toward Teaching and Perception of Student Attitudes and Self Concept. Results support the findings by Pusch et al (1985) and Showers (1985) that peer coaching can be a very effective tool for staff development. Although Attitudes Toward Other Teachers and Differentiated Staffing were both statistically insignificant, it is quite surprising to find such a significant gain in Acceptance of Others, in contrast.

Overall, the Teachers Teaching Teachers may be considered a

successful attempt to enhance educator attitudes, especially in light of the disdain they hold toward other types of training, as was addressed in the report research. Perhaps the gains obtained in seven of the eight tests could be further enhanced in checking with project participants as to what prevented them from obtaining significant pretest-posttest gains, and combine this with an in-depth needs assessment for future peer in-service programs.

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## APPENDIX

## ACCEPTANCE OF SELF AND OTHERS

This is a study of some of your attitudes. Of course, there is no right answer for any statement. The best answer is what you feel is true of yourself.

You are to respond to each question on the answer sheet according to the following scheme:

1	2	3	4	5
Not at all true of my- self	Slightly true of myself	About half- way true of myself	Mostly true of myself	True of myself

REMEMBER: the best answer is the one which applies to you.

1. I'd like it if I could find someone who would tell me how to solve my personal problems.
2. I don't question my worth as a person, even if I think others do.
3. I can be comfortable with all varieties of people -- from the highest to the lowest.
4. I can become so absorbed in the work I'm doing that it doesn't bother me not to have any intimate friends.
5. I don't approve of spending time and energy in doing things for other people. I believe in looking to my family and myself more and letting others shift for themselves.
6. When people say nice things about me, I find it difficult to believe they really mean it. I think maybe they're kidding me or just aren't being sincere.
7. If there is any criticism or anyone says anything about me, I just can't take it.
8. I don't say much at social affairs because I'm afraid that people will criticize me or laugh if I say the wrong thing.
9. I realize that I'm not living very effectively but I just don't believe that I've got it in me to use my energies in better ways.
10. I don't approve of doing favors for people. If you're too agreeable they'll take advantage of you.
11. I look on most of the feelings and impulses I have toward people as being quite natural and acceptable.
12. Something inside me just won't let me be satisfied with any job I've done-- if it turns out well, I get a very smug feeling that this is beneath me, I shouldn't be satisfied with this, this isn't a fair test.

1	2	3	4	5
Not at all true of my- self	Slightly true of myself	About half- way true of myself	Mostly true of myself	True of myself

13. I feel different from other people. I'd like to have the feeling of security that comes from knowing I'm not too different from others.
14. I'm afraid for people that I like to find out what I'm really like, for fear they'd be disappointed in me.
15. I am frequently bothered by feelings of inferiority.
16. Because of other people, I haven't been able to achieve as much as I should have.
17. I am quite shy and self-conscious in social situations.
18. In order to get along and be liked, I tend to be what people expect me to be rather than anything else.
19. I usually ignore the feelings of others when I'm accomplishing some important end.
20. I seem to have a real inner strength in handling things. I'm on a pretty solid foundation and it makes me pretty sure of myself.
21. There's no sense in compromising. When people have values I don't like, I just don't care to have much to do with them.
22. The person you marry may not be perfect, but I believe in trying to get him (or her) to change along desirable lines.
23. I see no objection to stepping on other people's toes a little if it'll help get me what I want in life.
24. I feel self-conscious when I'm with people who have a superior position to mine in business or at school.
25. I try to get people to do what I want them to do, one way or another.
26. I often tell people what they should do when they're having trouble in making a decision.
27. I enjoy myself most when I'm alone, away from other people.
28. I think I'm neurotic or something.
29. I feel neither above nor below the people I meet.
30. Sometimes people misunderstand me when I try to keep them from making mistakes that could have an important effect on their lives.
31. Very often I don't try to be friendly with people because I think they won't like me.



1	2	3	4	5
Not at all true of my- self	Slightly true of myself	About half- way true of myself	Mostly true of myself	True of myself

32. There are very few times when I compliment people for their talents or jobs they've done.
33. I enjoy doing little favors for people even if I don't know them well.
34. I feel that I'm a person of worth, on an equal plane with others.
35. I can't avoid feeling guilty about the way I feel toward certain people in my life.
36. I prefer to be alone rather than have close friendships with any of the people around me.
37. I'm not afraid of meeting new people. I feel that I'm a worthwhile person and there's no reason why they should dislike me.
38. I sort of only half-believe in myself.
39. I seldom worry about other people.. I'm really pretty self-centered.
40. I'm very sensitive. People say things and I have a tendency to think they're criticizing me or insulting me in some way and later when I think of it, they may not have meant anything like that at all.
41. I think I have certain abilities and other people say so too, but I wonder if I'm not giving them an importance way beyond what they deserve.
42. I feel confident that I can do something about the problems that may arise in the future.
43. I believe that people should get credit for their accomplishments, but I very seldom come across work that deserves praise.
44. When someone asks for advice about some personal problem, I'm most likely to say, "It's up to you to decide," rather than tell him what he should do.
45. I guess I put on a show to impress people. I know I'm not the person I pretend to be.
46. I feel that for the most part one has to fight his way through life. That means that people who stand in the way will be hurt.
47. I can't help feeling superior (or inferior) to most of the people I know.
48. I do not worry or condemn myself if other people pass judgment against me.
49. I don't hesitate to urge people to live by the same high set of values which I have for myself.

1	2	3	4	5
Not at all true of my- self	Slightly true of myself	About half- way true of myself	Mostly true of myself	True of myself

50. I can be friendly with people who do things which I consider wrong.
51. I don't feel very normal, but I want to feel normal.
52. When I'm in a group I usually don't say much for fear of saying the wrong thing.
53. I have a tendency to sidestep my problems.
54. If people are weak and inefficient I'm inclined to take advantage of them. I believe you must be strong to achieve your goals.
55. I'm easily irritated by people who argue with me.
56. When I'm dealing with younger persons, I expect them to do what I tell them.
57. I don't see much point to doing things for others unless they can do you some good later on.
58. Even when people do think well of me, I feel sort of guilty because I know I must be fooling them--that if I were really to be myself, they wouldn't think well of me.
59. I feel that I'm on the same level as other people and that helps to establish good relations with them.
60. If someone I know is having difficulty in working things out for himself, I like to tell him what to do.
61. I feel that people are apt to react differently to me than they would normally react to other people.
62. I live too much by other people's standards.
63. When I have to address a group, I get self-conscious and have difficulty saying things well.
64. If I didn't always have such hard luck I'd accomplish much more than I have.



# ATTITUDE TOWARD TEACHING

Name \_\_\_\_\_ Date \_\_\_\_\_

DIRECTIONS: Following is a list of statements that someone might say about teaching. Of course, there is no right answer to any of them. The best answer is what you feel is true about your own belief.

You are to respond to each question on the answer sheet with the following scheme:

1	2	3	4	5
Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree

- 101. I am "crazy" about teaching.
- 102. The very existence of humanity depends on teaching.
- 103. Teaching is better than anything else.
- 104. I like teaching better than anything I can think of.
- 105. Teaching is profitable to everyone.
- 106. Teaching fascinates me.
- 107. Teaching has an irresistible attraction for me.
- 108. Teachers are liked by almost everyone.
- 109. I like teaching too well to ever give it up.
- 110. The merits of teaching as a career far outweigh its defects.
- 111. Teaching makes for happier living.
- 112. Teaching is boring.
- 113. The job of teaching has limitations and defects.
- 114. I like many jobs better than teaching.
- 115. Teaching has several disadvantages.

116. Teaching has many undesirable features.

117. Teachers are disliked by many people.

118. I should not have to make my living by teaching when there are many better jobs.

119. Life would be happier without my having to teach.

120. Teaching is not endorsed by logical minded persons.

121. Teaching as a career would not benefit anyone with common sense.

122. Teaching accomplishes little for the individual or for society.

123. I hate teaching.

124. Teaching is bunk.

125. No sane person would be a teacher.

126. Nobody really likes to teach.

127. Words can't express my antagonism toward teaching.

128. Teaching is the worst thing I know.

129. Teaching is more of a plague than a profession.

130. Teaching is just about the worst career there is.

# FACTORS OF TEACHING

NAME \_\_\_\_\_

DATE \_\_\_\_\_

The purpose of this study is to measure the meanings of certain things to various people by having them judge them against a series of descriptive scales. In taking this test, please make your judgments on the basis of what these things mean to you. On each page of this booklet you will find a different concept to be judged and beneath it a set of scales. You are to rate the concept on each of these scales in order. Here is how you are to use these scales:

If you feel that the concept at the top of the page is very closely related to one end of the scale, you should place your check-mark as follows:

fair X : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ unfair  
or  
fair \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : X unfair

If you feel that the concept is quite closely related to one or the other end of the scale (but not extremely), you should place your check-mark as follows:

strong \_\_\_\_ : X : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ weak  
or  
strong \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : X : \_\_\_\_ weak

If the concept seems only slightly related to one side as opposed to the other side (but is not really neutral), then you should check as follows:

active \_\_\_\_ : \_\_\_\_ : X : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ passive  
or  
active \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : X : \_\_\_\_ : \_\_\_\_ passive

The direction toward which you check, of course, depends upon which of the two ends of the scale seem most characteristic of the thing you're judging.

If you consider the concept to be neutral on the scale, both sides of the scale equally associated with the concept, or if the scale is completely irrelevant, unrelated to the concept, then you should place your check-mark in the middle space:

safe \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : X : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ dangerous

IMPORTANT: (1) Place your check-marks in the middle of the spaces, not on the boundaries:

THIS NOT THIS  
\_\_\_\_ : \_\_\_\_ : \_\_\_\_ : \_\_\_\_ : X : \_\_\_\_ : X \_\_\_\_

(2) Be sure you check every scale for every concept - do not omit any.

(3) Never put more than one check-mark on a single scale.

Sometimes you may feel as though you've had the same item before on the test. This will not be the case, so do not look back and forth through the items. Do not try to remember how you checked similar items earlier in the test. Make each item a separate and independent judgment. Work at fairly high speed through the test. Do not worry or puzzle over individual items. It is your first impressions, immediate "feelings" about the items, that we want. On the other hand, please do not be careless, because we want your true impressions.

## COACHING

timely	_____	_____	_____	_____	_____	_____	_____	untimely
strong	_____	_____	_____	_____	_____	_____	_____	weak
good	_____	_____	_____	_____	_____	_____	_____	poor
optimistic	_____	_____	_____	_____	_____	_____	_____	pessimistic
warm	_____	_____	_____	_____	_____	_____	_____	cold
sharp	_____	_____	_____	_____	_____	_____	_____	dull
effective	_____	_____	_____	_____	_____	_____	_____	ineffective
clear	_____	_____	_____	_____	_____	_____	_____	confusing
valuable	_____	_____	_____	_____	_____	_____	_____	worthless
essential	_____	_____	_____	_____	_____	_____	_____	unimportant
active	_____	_____	_____	_____	_____	_____	_____	passive
kind	_____	_____	_____	_____	_____	_____	_____	cruel
liked	_____	_____	_____	_____	_____	_____	_____	hated
sharp	_____	_____	_____	_____	_____	_____	_____	dull
bright	_____	_____	_____	_____	_____	_____	_____	dark

## ADMINISTRATION

timely \_\_\_\_\_ untimely  
strong \_\_\_\_\_ weak  
good \_\_\_\_\_ poor  
optimistic \_\_\_\_\_ pessimistic  
warm \_\_\_\_\_ cold  
sharp \_\_\_\_\_ dull  
effective \_\_\_\_\_ ineffective  
clear \_\_\_\_\_ confusing  
valuable \_\_\_\_\_ worthless  
essential \_\_\_\_\_ unimportant  
active \_\_\_\_\_ passive  
kind \_\_\_\_\_ cruel  
liked \_\_\_\_\_ hated  
sharp \_\_\_\_\_ dull  
bright \_\_\_\_\_ dark

## STUDENTS' ATTITUDE AND SELF-CONCEPT

timely \_\_\_\_\_ untimely  
strong \_\_\_\_\_ weak  
good \_\_\_\_\_ poor  
optimistic \_\_\_\_\_ pessimistic  
warm \_\_\_\_\_ cold  
sharp \_\_\_\_\_ dull  
effective \_\_\_\_\_ ineffective  
clear \_\_\_\_\_ confusing  
valuable \_\_\_\_\_ worthless  
essential \_\_\_\_\_ unimportant  
active \_\_\_\_\_ passive  
kind \_\_\_\_\_ cruel  
liked \_\_\_\_\_ hated  
sharp \_\_\_\_\_ dull  
bright \_\_\_\_\_ dark



## OTHER TEACHERS

timely	_____	_____	_____	_____	_____	_____	_____	untimely
strong	_____	_____	_____	_____	_____	_____	_____	weak
good	_____	_____	_____	_____	_____	_____	_____	poor
optimistic	_____	_____	_____	_____	_____	_____	_____	pessimistic
warm	_____	_____	_____	_____	_____	_____	_____	cold
sharp	_____	_____	_____	_____	_____	_____	_____	dull
effective	_____	_____	_____	_____	_____	_____	_____	ineffective
clear	_____	_____	_____	_____	_____	_____	_____	confusing
valuable	_____	_____	_____	_____	_____	_____	_____	worthless
essential	_____	_____	_____	_____	_____	_____	_____	unimportant
active	_____	_____	_____	_____	_____	_____	_____	passive
kind	_____	_____	_____	_____	_____	_____	_____	cruel
liked	_____	_____	_____	_____	_____	_____	_____	hated
sharp	_____	_____	_____	_____	_____	_____	_____	dull
bright	_____	_____	_____	_____	_____	_____	_____	dark

## DIFFERENTIATED STAFFING

(Teachers who possess different proficiencies  
will do different kinds of jobs and be compensated  
accordingly.)

timely	_____	_____	_____	_____	_____	_____	_____	untimely
strong	_____	_____	_____	_____	_____	_____	_____	weak
good	_____	_____	_____	_____	_____	_____	_____	poor
optimistic	_____	_____	_____	_____	_____	_____	_____	pessimistic
warm	_____	_____	_____	_____	_____	_____	_____	cold
sharp	_____	_____	_____	_____	_____	_____	_____	dull
effective	_____	_____	_____	_____	_____	_____	_____	ineffective
clear	_____	_____	_____	_____	_____	_____	_____	confusing
valuable	_____	_____	_____	_____	_____	_____	_____	worthless
essential	_____	_____	_____	_____	_____	_____	_____	unimportant
active	_____	_____	_____	_____	_____	_____	_____	passive
kind	_____	_____	_____	_____	_____	_____	_____	cruel
liked	_____	_____	_____	_____	_____	_____	_____	hated
sharp	_____	_____	_____	_____	_____	_____	_____	dull
bright	_____	_____	_____	_____	_____	_____	_____	dark